

# Little Treasures Ltd

Highbrooke, Boscomoor Lane, Penkridge, STAFFORD, Staffordshire, ST19 5NU

## Inspection date

16/09/2013

Previous inspection date

04/06/2010

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make excellent progress in all areas of their learning and development. This is because they experience a rich variety of interesting and challenging activities and outings, which are planned to support their identified next steps in learning.
- Children are enthusiastic about learning because staff engage and motivate them through constant, meaningful interactions, due to their expert knowledge of the children's needs. As a result, children are making excellent progress.
- Children are happy, safe and secure and develop excellent relationships with staff and one another. Therefore, their personal, social and emotional needs are extremely well met.
- Staff enable children to become independent in their learning, thinking and self-care skills. This means that children are extremely well prepared for the next steps in learning, such as school.
- Thorough systems are in place to reflect and review all areas of practice and provision, driving improvements forward, to enhance the extremely good outcomes for children further.
- Partnerships with parents, other settings and professionals are superb. This ensures that children's needs are quickly identified and that they receive targeted support appropriate to their individual needs.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed a wide range of activities indoors and outdoors.
- The inspector carried out a joint observation with the setting manager.
- The inspector spoke with the children, parents, staff and management at appropriate times throughout the inspection.
- The inspector reviewed a wide range of documentation, including planning, assessment, self-evaluation, monitoring staff performance and policies and procedures, such as child protection, behaviour and risk assessments.
- The inspector took into account the views of parents and other professionals through verbal and written feedback.

## Inspector

Sharon Lea

## Full Report

### Information about the setting

Little Treasures Day Nursery was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in self-contained accommodation in Penkridge, South Staffordshire. Children are based in five rooms depending on their age. All children share access to an enclosed outdoor play area.

The nursery employs 24 members of child care staff, of these; almost all hold appropriate early years qualifications. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 110 children aged from birth to under eight years on roll. Children attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- consider providing smaller resources so that children's excellent independence skills can be even further supported when pouring their own drinks.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff plan and provide an exceptionally rich variety of interesting and challenging activities and experiences for the children, both indoors and outdoors. These are planned according to the children's individual interests and next steps in learning and, therefore, support them to make excellent progress in all areas of learning. Children's learning and development is promoted and extended at every opportunity as staff are very confident teachers who are highly knowledgeable about child development and how to support children's progress. There is an excellent balance of child choice and adult-led activities, which are planned to extend children's learning and development further. For example, toddlers are supported by staff to make their own play dough. This develops their physical skills through pouring and mixing the ingredients. Their social skills are also excellently promoted through taking turns and staff enhance their learning further through teaching them mathematical language, such as, 'heavy, light' and 'add one more'. Teaching is exceptional, as staff are constantly observing what the children are doing and when it is appropriate to intervene to support and extend their learning opportunities.

Staff continually observe children to note their current interests and abilities. Observations are sharply focussed on what children can do now and the next steps to move learning forward. These are used by staff to plan purposeful learning opportunities, which challenge children constantly to help them think and develop new ideas and achievements during their play. Staff organise a wide variety of inspiring activities for children both inside and out, so they have plenty of choice and can freely play in either environment. As a result, children are confident, motivated learners who are developing excellent skills for the future. Children are very well prepared as they get ready to move on to other settings and into school.

Staff engage parents, carers and others in children's learning and development, providing regular opportunities to discuss children's needs and progress. Parents share observations of their child's achievements at home through 'proud clouds', which are displayed and celebrated within the setting. These are highly valued by staff and are used to assist in tracking children's progress and identifying next steps to include in planning. This ensures parents are extremely involved in their child's learning. Staff are fully aware of the requirement to provide parents with a progress check when their child is aged two years and complete these thoroughly and precisely where necessary. These positive partnerships and relationships ensure that there is effective information sharing and consistency for the child, and that those in need of additional support receive this promptly.

Babies and children can make independent choices from the accessible range of high quality resources in the child-friendly indoor and outdoor environments. Babies begin to play imaginatively, through using treasure baskets with open-ended resources. Toddlers can combine and explore materials, such as sand and pasta, and older children use themed resources in the outdoor 'construction site' to pretend that they are builders. This extremely wide range of different opportunities enables children of all ages to develop their skills and supports them in expressing their individual interests.

All staff understand the importance of supporting children's communication and language skills at all times, especially for those children learning English as an additional language. Staff use words from children's home language to reassure and reinforce their understanding, learning key words from parents in order to support the child's needs. Staff provide excellent commentary and open questions to children during their play, to engage them in practising their language skills. They are responsive to babies who begin to point and name facial features, clearly repeating the words to enable them to learn the correct pronunciation. Children are given time to consider their responses and staff listen and respond positively to what they have to say. Staff read stories and sing songs with enthusiasm, which captivates children's attention. They encourage children to draw and write both inside and out in the garden, where both areas are rich in print. This superbly supports children's developing literacy skills, in readiness for the next stage in their learning, such as school.

**The contribution of the early years provision to the well-being of children**

The setting has a warm, homely, family atmosphere where staff place a high level of importance upon children being happy and emotionally secure. Children are fully supported in the transition from home to the setting, through gradually increased visits, according to their individual needs and full involvement of parents. Children settle quickly and happily into the setting, which reflects the excellent relationships which are developed between the staff, children and parents. The key person system is extremely effective and establishes firm links between the families and staff. Children's transitions within the setting or onto school are also excellently managed as staff carry out visits with the children and share detailed information with the new carer. This enables the individual needs of the child to be met straight away. Parents comment that they have excellent relationships with all staff and are extremely confident in their professionalism and ability to care for and nurture their children. They feel reassured that all staff know each child remarkably well, enhancing their sense of trust and security in the quality of their child's care. As a result, children have strong and secure emotional attachments with the staff. This enables them to enjoy their time and make excellent progress in all areas of their development and learning in a safe environment.

Children are actively encouraged to develop their independence in self-help skills. As soon as children are able, they are encouraged to wash their own hands and as they progress, and put on their own coats for outdoor play. At lunch time, older children set their own places at the table and serve their own food, clearing away their used utensils into the appropriate containers. This is highly effective in promoting independence and the children thrive through taking responsibility and respond to the level of trust, which staff place in them to carry this out appropriately. Staff also use this as a valuable learning opportunity, discussing the importance of eating well to give children energy and promoting social conversation about holidays and other topics of interest. Staff encourage children to support new children through explaining to them what they need to collect for lunch. This promotes inclusion for new children extremely well and fosters their sense of belonging as part of the nursery family. There is however, scope to develop children's excellent independence skills even further when pouring their own drinks, through the provision of smaller resources to support this.

Staff promote positive behaviour at all times, giving children lots of praise and encouragement for their achievements. Behaviour management strategies are highly effective and staff consistently manage unwanted behaviour, ensuring that children make positive choices for themselves. The setting has simple rules, such as using kind hands, being friends, sharing and taking turns and these are reinforced throughout the sessions. Children develop an excellent understanding of how to behave in other settings and situations as they visit the local elderly person's home for events, such as Harvest festival, and take part in activities in the local church and school. Therefore, children's progress towards their next stage of learning in school is very skilfully supported by the setting.

Children enjoy many daily opportunities to experience the benefits of fresh air and exercise in the extremely well-equipped outdoor area or on local walks and outings. This supports them to develop physically as they learn to use their bodies in different ways and enhances their confidence in challenging their physical skills. Staff supervise children when using large equipment, such as, climbing frames, balancing beams and rope swings,

encouraging them to safely explore. These opportunities enable children to take safe risks under adult supervision and support children very well in understanding how to keep themselves safe. Outings are used as an opportunity to teach children about how to keep themselves safe through crossing the road safely and stranger danger. Staff support children extremely well in understanding the importance of a healthy diet through activities, such as, food tasting, fruit picking at a local farm and discussions about foods which are healthy and those which are not. Children grow vegetables which, once grown, they use to make soup. This supports children in making healthy choices.

Children's understanding of culture and diversity is extremely well promoted by staff through resources that reflect different traditions, customs and beliefs and visits from people within the community. For example, a man from Hong Kong visits the setting, to wish the staff and children Happy Chinese New Year and bringing gifts of fortune cookies. The children learn to say 'Happy New Year' in Chinese and staff extend this learning opportunity fully, developing the role-play area into a Chinese restaurant and providing Chinese food tasting at snack times. Through opportunities like this, the staff fully promote children's rapidly developing understanding of their differences and their similarities.

Children's well-being is addressed extremely well and parents are fully informed about the setting's policies and practices about safety, illness and accidents. Parents, carers and grandparents are invited to a variety of 'special days' for stay and play sessions, tea parties, singing and stories, lunches, outdoor activities and fund raising events. This provides families with valuable opportunities to take part in the activities their child participates in and see them interacting with their friends. Parents who have attended these sessions have thoroughly enjoyed them and feel that they contribute overwhelmingly to developing stronger relationships between themselves and the setting. The excellent partnerships with parents enable the staff to meet children's individual needs very well. The strong link between the setting and the children's homes fully involves parents in their children's care, learning and play. This also means that the continuity of care between them all fully enhances children's well-being extremely effectively.

### **The effectiveness of the leadership and management of the early years provision**

The management team is passionate and highly committed about providing high quality provision for children and families. Their excellent knowledge and understanding of the statutory requirements of the Early Years Foundation Stage ensures that everything is in place to support the learning, development and well-being of children. Thorough monitoring and evaluation ensures that high standards are consistently maintained and that opportunities to enhance provision are embraced. This includes completing a highly comprehensive self-evaluation, reflecting upon current practice and identifying areas for improvement to enhance outcomes for children further still. The setting actively seeks the views of staff, parents and children, responding transparently to areas identified for improvement. This ensures that all stake holders opinions are valued and heard, resulting

in the provision continuously moving forward and progressing.

Excellent systems are in place for the supervision and monitoring of staff. This, alongside a continual professional development programme, ensures that staff receive exceptional levels of support. Robust recruitment and suitability processes are in place to assess and continually appraise staff suitability. Continual monitoring by the manager and effective and frequent supervision ensures that all staff maintain high standards of professionalism and integrity. New staff take part in a thorough induction process, to enable them to fulfil their roles and responsibilities for meeting the needs of the children. The management team are highly efficient at identifying any underperformance of individuals or shortfalls in provision, acting quickly to address this. Monitoring of the effectiveness of the educational programme and the impact on children's development is extremely thorough and continuous. The progress that children make is tracked, ensuring that they are making excellent progress from their starting points. This results in swift identification of children who may need additional support, which the setting is highly pro-active about and puts in place.

A comprehensive range of policies and procedures are in place to underpin practice, which ensures the safety and well-being of all children. These are evidently used in practice by staff and are reviewed regularly to ensure that they remain appropriate at all times. Thorough risk assessments are used to monitor the safety and security of the building, garden and other venues. This means that children are kept safe through appropriate supervision, on or off the premises, and there is highly effective management of potential hazards. Minor accidents are monitored to ensure that there are no hazards or other factors causing these. Children are fully safeguarded as staff completely understand their role and responsibilities to protect children from harm. They attend safeguarding training, and have a thorough knowledge of possible indicators of abuse, carefully monitoring children's behaviour, appearance, existing injuries and any incidents. Parents feel that safeguarding is a strength of the setting.

The setting's excellent partnerships with parents, carers and other professionals are important factors in their success in meeting children's needs. Parents value highly the standard of care their children receive and the professionalism of the staff team. Staff value the information which parents share with them about their child's learning and development at home, in order to plan challenging opportunities to support each child to develop and learn. A significant strength is the sensitive support offered to parents regarding different aspects of children's development, behaviour or routines, and help in accessing services from other agencies. This contributes to well-targeted early intervention and support for vulnerable children and for those with special educational needs and/or disabilities. Partnerships with local schools and other providers which children attend, ensures that children experience excellent levels of consistency in their care and learning. The setting is also highly regarded by external professionals, who identify it as a beacon of excellent practice, supporting other settings who are eager to improve.

## **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are **Met**



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY102023
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	931725
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	75
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Little Treasures Day Nursery Ltd
<b>Date of previous inspection</b>	04/06/2010
<b>Telephone number</b>	01785 711 025

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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